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ABSTRACT

This document comprises the results of the 1987 Basic Activities Surveys, which measure the opinions of certified staff, classified staff, and parents concerning the instructional performance of the Los Angeles Unified School District (LAUSD). Participants were chosen using a stratified random sample technique to insure proportional representation. Confidential questionnaires were completed by 3,672 certified staff, 2,108 classified staff, and 10,890 parents in Spring 1987. Survey responses from each group were compiled into "report cards" rating district performance in the areas of curriculum, teaching methods, and instructional materials. In addition, the opinions of parents were compared with those of parents in national surveys. The following conclusions are discussed: (1) in general, all participants gave the instructional program above-average ratings; (2) parents gave the highest ratings, with a B average, while certified and classified staff gave a B-/C+ average; (3) all groups rated employment preparation for students who were not continuing their education lower than other aspects of the program; and (4) parents felt that student use of drugs and lack of discipline were less problematic than did parents in a national survey, but they were more concerned with parent lack of interest and low teacher pay. The appendices comprise 28 tables of statistical data and copies of the survey instruments, including a Spanish translation of the parent survey. (FMW)

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BASIC ACTIVITIES SURVEYS: PARENT AND STAFF OPINIONS ABOUT THE LAUSD INSTRUCTIONAL PROGRAM, SPRING 1987

PUBLICATION NO. 520

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RESEARCH & EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

BASIC ACTIVITIES SURVEYS: PARENT AND STAFF OPINIONS ABOUT THE LAUSD INSTRUCTIONAL PROGRAM, SPRING 1987

Publication No. 520

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Executive Summary

What is the background for this study?

The Los Angeles Unified School District conducts the annual Basic Activities Surveys to measure opinions held by certificated staff, classified staff, and parents concerning the district's instructional performance. The data were gathered in spring 1987.

The Basic Activities Surveys have also been used to compare attitudes between LAUSD respondents and respondents to national polls.

These questions guided the study:

What are the certificated staff opinions of the LAUSD instructional program?

What are the classified staff opinions of the LAUSD instructional program?

What are the parent opinions of the LAUSD instructional program?

How do the opinions of parents of LAUSD students compare with the opinions of parents in a national survey?

Who were the participants?

A stratified random sampling technique insured the proportional representation.

From 144 schools, survey forms were completed by:

3,672 certificated staff
2,108 classified staff
10,890 parents

What were the participants asked to do?

Respondents were asked to complete a confidential questionnaire designed to elicit their ratings and opinions of the LAUSD instructional program.

What are the findings?

Certificated Staff Report Card for Administration and the Instructional Program

Question	Mark
Instructional support	B-
Principal	B
Learning environment	B-
Overall quality of instructional program	B-
Meeting the needs of students with different:	
Ethnic backgrounds	C+
Academic backgrounds	C+
Quality of teaching	B
Books	B-
Administration	B
Efforts to prevent student dropout	B-
Appearance of buildings and grounds	B-
Employment preparation	C+
College preparation	B
Notifying students of progress toward graduation	B

Summary

Certificated staff gave above-average marks to all aspects of the LAUSD instructional program.

Classified Staff Report Card for Administration and the Instructional Program

Question	Mark
Overall quality of instructional program	B-
Meeting the needs of students with different:	
Ethnic backgrounds	C+
Academic backgrounds	C+
District emphasis on basic skills	B-
Staff development	C+
Principal	B
Learning environment	B-
Quality of teaching	B
Efforts to prevent student dropout	B-
Administration	B
Appearance of buildings and grounds	B
Employment preparation	B-
College preparation	B-
Notifying students of progress toward graduation	B

Summary

Certificated staff gave above average-marks to all aspects of the LAUSD instructional program.

Parent Report Card for Quality of Instruction

Question	Mark
Meeting the needs of students with different:	
Ethnic backgrounds	B
Academic backgrounds	B-
Requirements for graduation	B
Emphasis on basic skills	B
Overall quality of instructional program	B
Amount of homework	B
Help child receives in learning English	B
Information about progress of child	B
Quality of teaching	B
Efforts to prevent student dropout	B
Availability of teachers to conference	B
Information on report card	B
Quality of books	B
Availability of books	B
Appearance of buildings and grounds	B
College preparation	B
Employment preparation	B-
Information about progress toward graduation	B

Summary

Parents gave above-average marks to all aspects of the LAUSD instructional program.

Parents felt less positive about the employment preparation of students not continuing to college, giving it a B-/C+ mark.

Comparisons of LAUSD Parent Opinions With Those of Parents in National Surveys

Problem	Percentage	
	Gallup/PDK	LAUSD
Use of drugs	30	9
Lack of discipline	22	6
Lack of financial support	14	13
Poor curriculum, poor standards	8	2
Difficulty getting good teachers	9	4
Large schools, overcrowding	8	9
Teachers' lack of interest	5	2
Lack of respect for teachers, others	4	2
Parents' lack of interest	6	15
Low teacher pay	5	13
Crime, vandalism	3	2
Student lack of interest, truancy	6	9
Problems with administration	2	2
Fighting	1	1
Mismanagement of funds	1	1
There are no problems	2	4

Summary

Parents in the national poll felt that use of drugs, lack of discipline, poor curriculum and difficulty getting good teachers were more significant problems than did LAUSD parents.

LAUSD parents felt that parents' lack of interest and low teacher pay were more pressing problems than did parents responding in a national survey.

What are the conclusions?

Generally, all participants rated the LAUSD instructional program with above-average marks.

Parents gave the highest marks with a B average, while certificated and classified staff yielded a B-/C+ average.

All groups rated employment preparation for students not continuing their education as lower than other aspects of the LAUSD instructional program.

LAUSD parents felt that student use of drugs and lack of discipline was less problematic than parents in a national survey, but were more concerned with parent lack of interest and low teacher pay.

BACKGROUND

The Los Angeles Unified School District conducts the annual Basic Activities Surveys (BAS) to measure opinions held by certificated staff, classified staff, and parents concerning district performance in instruction. Aspects of district performance rated by respondents include curriculum, teaching methods, and instructional materials. The BAS were designed to meet these objectives:

o Supply opinion data from staff and parents that can be used in LAUSD's instructional planning.

o Permit comparisons between attitudes toward public schools found within the district and those found nationally in the Gallup Polls.

This report presents the findings of the fifth BAS, conducted in spring 1987.

PROCEDURE

Participants

In May 1987, 3,672 certificated staff, 2,108 classified staff, and 10,890 parents completed the BAS. These participants were drawn from a sample of 144 of LAUSD's schools. (See Table 1 in Appendix A for schools included.) All classified and certificated staff and parents at the 144 survey schools ware asked to complete the BAS.

Drawing the Sample

A stratified random sampling technique was employed to insure a proportional representation of the district. A sample of 6 to 14 regular elementary schools (average of 10) from each region was selected to participate in the BAS. In addition, a magnet school from each region was included in the survey. The sample included 11 junior high schools, 7 junior high magnets, 9 senior high schools, 5 senior high magnets, 9 special education schools, 6 continuation high schools, and 6 opportunity schools.

Sample Size and Sampling Error

When conducting a survey, the only way researchers can be 100% confident that survey findings represent the views of the population is to survey that population in its entirety. Since this was impractical, the present study selected a sample sufficiently large enough to fall within statistical confidence levels and therefore approximate the total population. For the present study, the 95% confidence level and 5% precision rate were selected.

With approximately 25,000 certificated personnel, a sample of 775 would meet the desired confidence level. The sampled figure of 3,672 far exceeds these figures and gives greater confidence and precision to the results. Likewise, the classified sample of 2,188 exceeds the 773 needed, and the parent sample of 10,890 exceeds the 787 needed to produce a 95% confidence level and a 5% precision rate.

Sampling Comments

Approximately 4,000 comments were received from certificated staff, classified staff, and parents. A sufficient number (for the 95% confidence level and and 5% precision rate) were read and content analyzed. Table 2 (Appendix A) shows the number of certificated, classified, and parent comments that were included in the analysis.

Instrument Development

The BAS consisted of three questionnaires. These questionnaires contained rating scales that were designed for certificated staff, classified staff, and parents (the parent form was available in Spanish, and English; see Appendix B for text of questions.) Questionnaire items came from the staff in Research and Evaluation Branch, selected superintendents, and *Polling Attitudes of Community on Education (PACE) Manual* from Gallup/Phi Delta Kappa. Although certificated staff, classified staff, and parents answered a different questionnaire, some items were repeated on all forms to allow for comparison of results. Because of a printing error, the "F" category was omitted from the certificated form. When comparisons are made between the certificated staff and classified staff or parent forms, the "F" category is omitted from all calculations. Although the omission of the "F" category on the certificated form is significant, participants have used the category infrequently in the past (0% to 5%). Therefore, response averages will typically stay the same from the A-D versus the A-F scale (i.e., a C+ average will continue to be a C+ average in most instances).

Data Collection

Principals were responsible for directing the distribution of surveys to staff and parents, and the return of completed forms to Research and Evaluation (R&E). Certificated and classified staff were asked to answer questions privately, without assistance from others. In order to maintain anonymity, staff respondents were asked to place completed forms in envelopes, seal them, and return them to the school survey coordinators. Coordinators returned the sealed survey envelopes to R&E. Parent survey forms were sent home with students. The instructions requested that parents not write their names on the forms. Survey coordinators collected all forms and returned them to R&E. It should be noted that BAS forms were completed by school personnel immediately prior to a proposed labor action. Therefore, fewer certificated and classified staff may have responded to the survey than in previous years.

FINDINGS

Demographic Characteristics

Certificated staff returned 3,672 BAS questionnaires. Of the certificated staff reporting, 59% stated they worked in elementary schools, 17% in junior high schools, and 20% in senior high schools. (Table 3 in Appendix 3.) Most certificated staff were at regular schools (73%) or year-round schools (14%).

The certificated sample consisted of 89% regular classroom and special education teachers; 2% principals and other administrators; and 9% counselors, coordinators, principals, school administrators, and other nonclassroom personnel. Most (84%) had at least 3 years of professional experience and 87% had worked at the same location for 1 or more years. Many (44%) had been with the same school for over 6 years.

A total of 2,188 survey forms were collected from classified staff. Most (75%) of the classified staff sample had been employed for more than 3 years. (Table 4.) The largest proportion of classified surveys (62%) came from elementary schools. Junior high classified staff returned 16% of all classified staff surveys and senior high staff completed 13%. Teacher assistants and educational aides represented the largest portion of this sample, with 29% and 22% respectively.

Parents returned 10,890 survey forms, with 73% completed in English and 27% completed in Spanish. Mothers or female guardians completed 60% of the surveys. (Table 5.) Mothers and fathers or male and female guardians answered 30% of the surveys, and fathers completed 11%. Most of the children of the parent sample (28%) had attended their schools at least 3 years.

Certificated Staff Findings

In the 1987 BAS, certificated staff expressed opinions on (a) the quality of the school and instructional program, (b) teaching practices, (c) student educational activities, and (d) the single biggest problem facing the public schools in the community. The specifics of their responses follow.

Quality of the program. Certificated staff generally rated the administration, the principal, and the school learning environment with a B- average. (Figure 1 and Table 6.) The overall quality of the district's instructional program, and the ability of the district to meet the needs of students from different ethnic background and academic abilities were given an average mark of C+. (Figure 2 and Table 7.) Teachers gave high marks to the quality of teaching in the school, with 79% of the respondents awarding a B or higher. (Figure 3 and Table 8.) The books, administration, and appearance of the school grounds generally received a B to B- average. Job training for high school students was given one of the lowest marks, a C+ average.

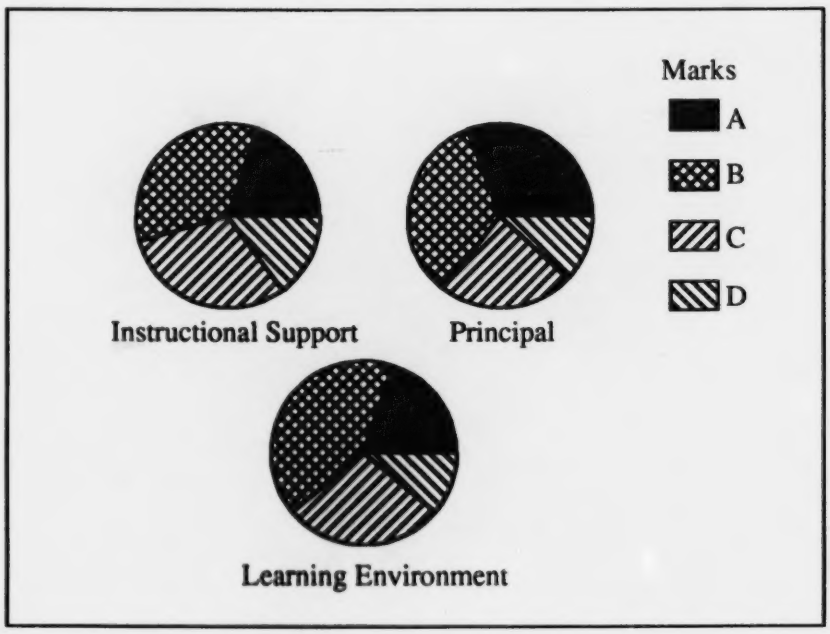

Figure 1. Certificated staff opinion of administrative components.

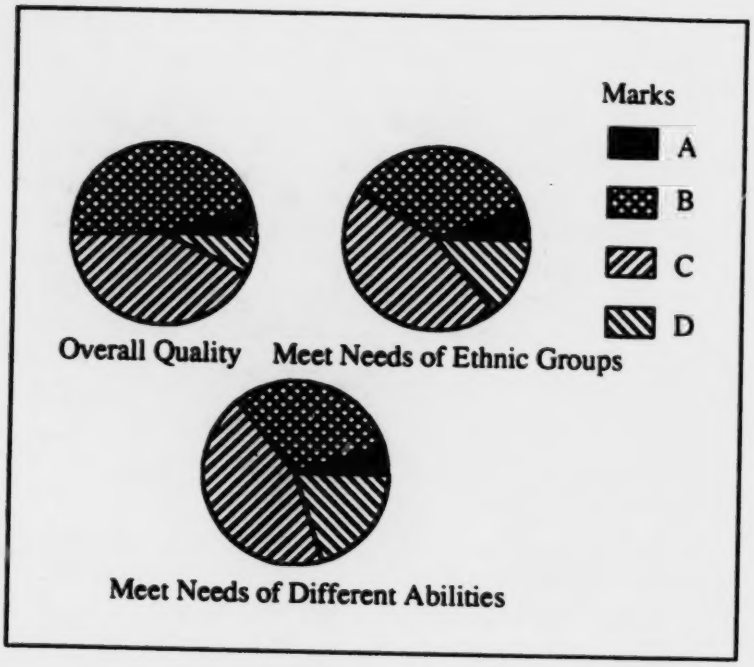

Figure 2. Certificated staff opinion of the instructional program.

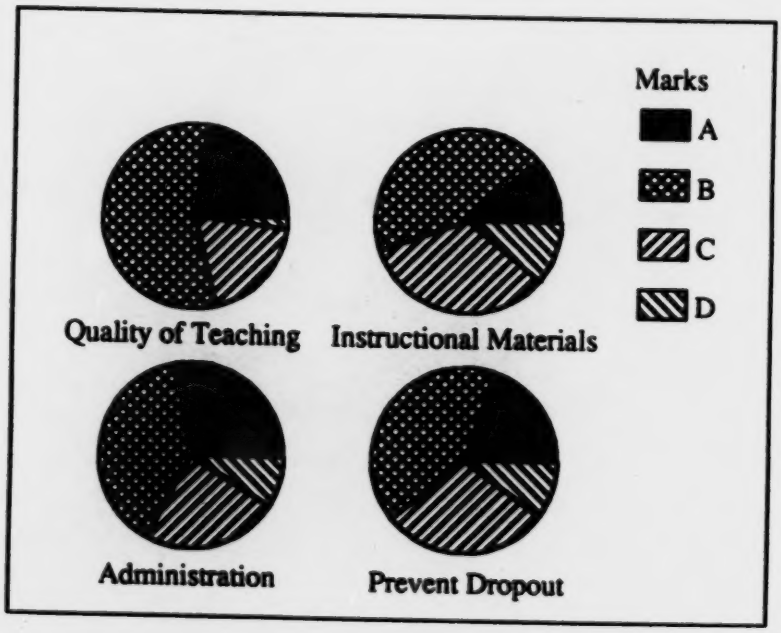

Figure 3. Certificated staff opinion of the school.

Teaching practices. The ability of teachers to keep students aware of their progress and to acknowledge their accomplishments received high marks with a B average. (Table 12.) Teachers rated their ability to group students effectively and observe and share instructional techniques with a B to B- average. About half of the certificated staff rated the inservice programs as good or excellent, and 60% gave a positive rating to the principal's feedback following a classroom visitation. (Table 10.)

Student educational activities. Certificated staff generally gave a B- average to the school's ability to help students develop good work habits, think analytically, speak and write correctly, gain computer skills, develop an appreciation of the arts, and make realistic plans after graduation. (Table 11.) The reader should be cautioned to not compare these figures to last year's results because the spring 1986 survey asked about the importance of these areas, not the ability to help.

The biggest problem facing schools in the community. Certificated staff pointed to five main areas of concern. The most significant problem was low teacher salaries with 29% of the respondents endorsing this item. (Table 26.) Part of the high level of concern over salary can be explained by the fact that the survey was administered at a critical time during a labor dispute. Other significant problems included parents' lack of interest (15%), lack of discipline (10%), students' lack of interest (8%), and lack of money (8%).

Certificated comments. As is typical with comments generated from surveys, most of the comments were negative. (See Table 13 for a detailed listing of comments.) The most fre-

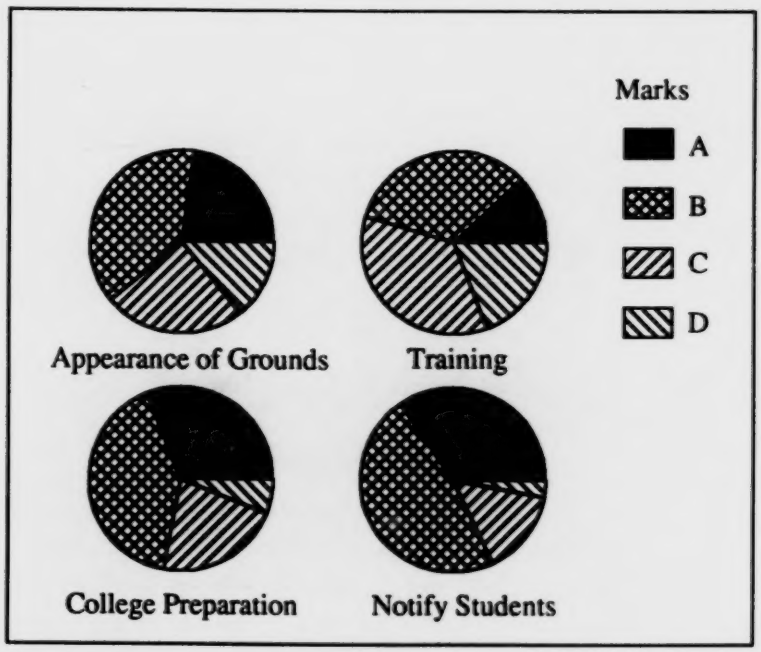

Figure 4. Certificated staff opinion of school maintenance and secondary school practices.

quently cited problems included concerns about the school program (14%), inadequate administrative support (9%), inadequate texts, equipment, and supplies (7%), and problems with discipline (7%). Positive comments made by certificated staff included an overall endorsement of the school (14%) and the presence of supportive administration (6%).

Classified Staff Findings

In the 1987 BAS, classified staff expressed opinions on (a) the quality of education, (b) teaching practices, and (c) the biggest problem facing schools in the community.

Quality of the program. Classified staff gave the district a B-/C+ average for quality of instruction and the ability of the program to meet the needs of students from different ethnic or academic backgrounds. (Table 14.) They rated the schools' learning environment and the district's emphasis on basic skills slightly higher, with a B- average. (Table 15.) Quality of teaching, administration, and school maintenance received a B average, while college preparation and job training for high school students received a B- average. (Table 16.)

Teaching practices. Most classified staff (85% to 90%) agreed that it was important to support the instructional program, encourage students to perform well in class, set standards of good behavior, and encourage students to follow rules. (Table 17.) Classified staff felt that the school was effective in keeping students aware of their academic progress and in acknowledging student efforts and accomplishments, giving both items a B average. (Table 19.)

The biggest problem facing schools in the community. Classified staff suggested five

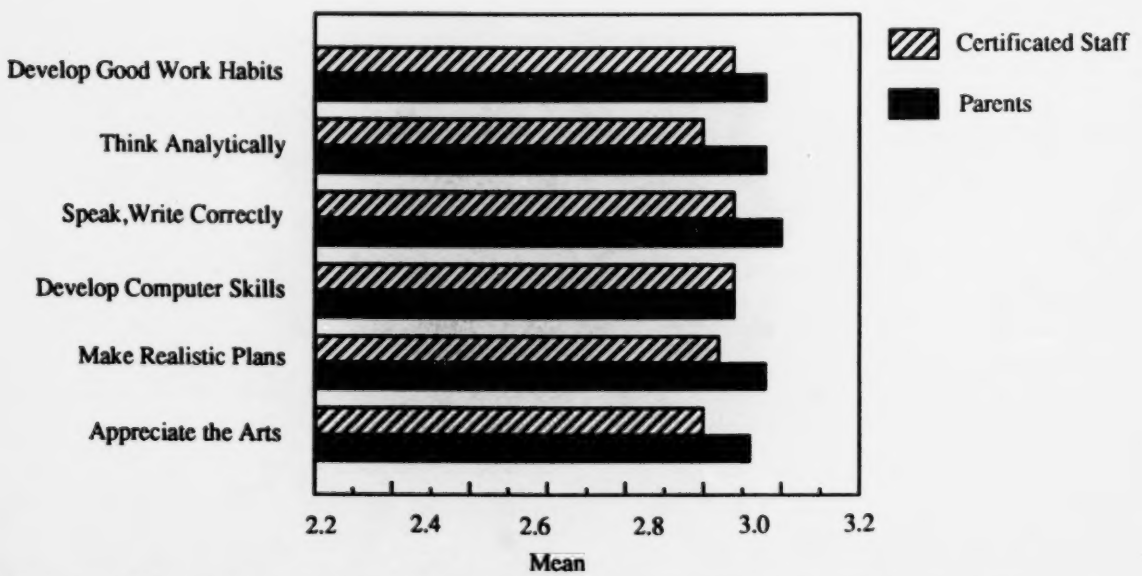

Figure 5. Mean response of certificated staff and parents concerning student practices. Items scaled 1-4, unimportant to extremely important, respectively. The Extremely Unimportant category was eliminated from the parent survey to equalize a printing omission and allow for comparability of findings.

main problems facing schools. (Table 25.) The most significant problem was parents' lack of interest, with 32% endorsing this item. Other significant areas of concern included lack of money for the schools (13%), lack of discipline (10%), low teacher salaries (8%), and students' lack of interest (7%).

Classified staff comments. Negative comments by certificated staff included the need for more discipline (10%) and improving the quality of administrators (8%), and concerns about the instructional program (8%) and poor school maintenance (5%). Positive comments included an overall endorsement of the school (9%), teachers (8%), and administrators (7%).

Parent Findings

The 1987 BAS asked parents to express their opinion on (a) quality of the school and instructional program, (b) teaching practices, and (c) the single biggest problem facing the schools in the community.

Quality of the instructional program. Parents generally gave a B average to all aspects of the school and instructional program. Details of the parent responses can be found in Tables 21,

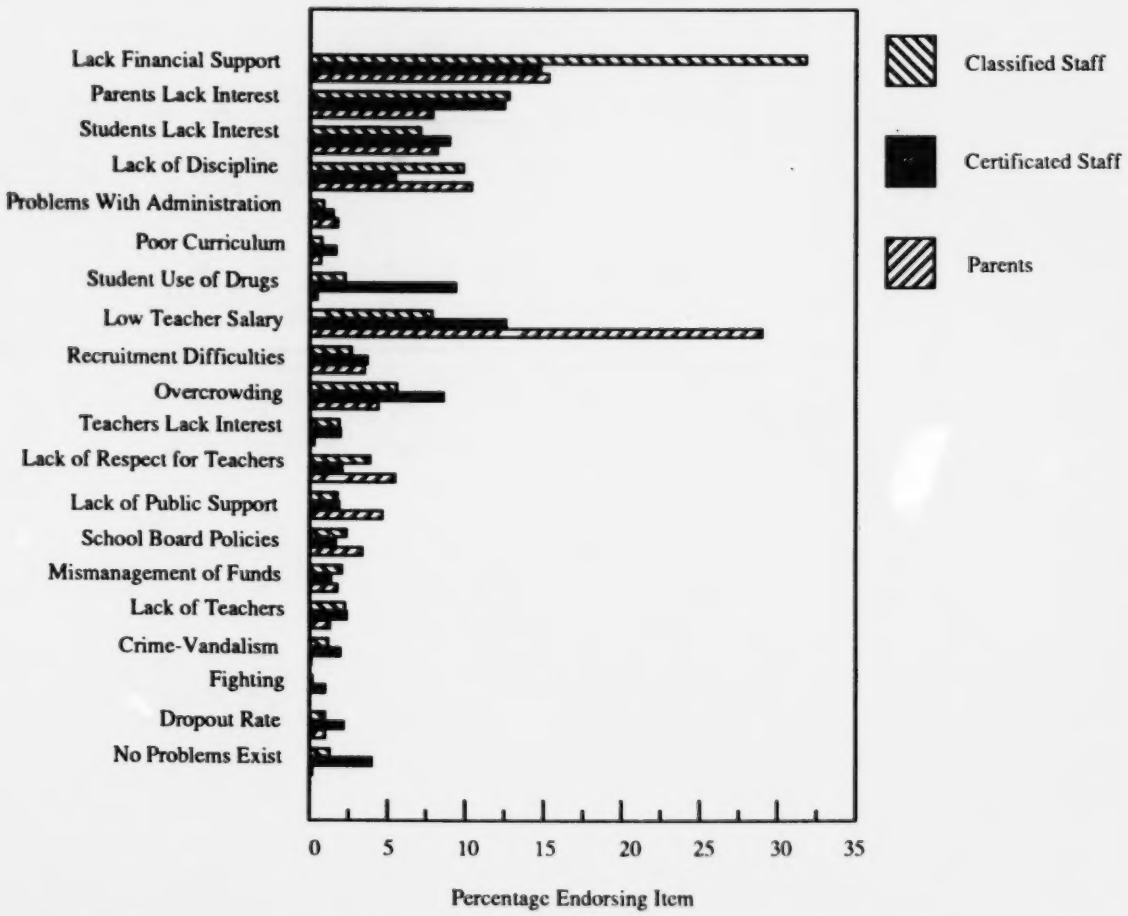

Figure 6. Certificated staff, classified staff, and parent opinion regarding the single biggest problem facing the school in the community.

22, and 23. The parents felt less positve about the schools' employment preparation for students not planning to attend college, giving it a B-/C+ rating.

Teaching practices. Parents generally felt that the school was doing a good job encouraging children to develop good work habits, speak and write correctly, make realistic postgraduate plans, and develop an appreciation of the arts. (Table 24.) Parents rated their children's computer training with a C+/B- average.

The biggest problem facing the schools in the community. Parents identified six main problems facing the schools. (Table 26.) They chose "parents' lack of interest" as the primary problem, with 15% endorsing this item. Other significant problem areas included low teacher salaries (13%), the school's lack of money (13%), students' use of drugs (9%), students' lack of interest (9%), and overcrowding (9%).

Parent comments. The most frequently expressed comments by parents included an overall satisfaction with the school program (24%) and a positive endorsement of the teachers at the school (12%). Negative comments included the need to increase teacher salary (13%) and increase discipline (4%), and negative feelings about district policy (4%) and the quality of education (4%).

Comparison of Survey Results

On the three surveys that were given to parents, classified staff, and certificated staff, some of the items were duplicated to permit the com-

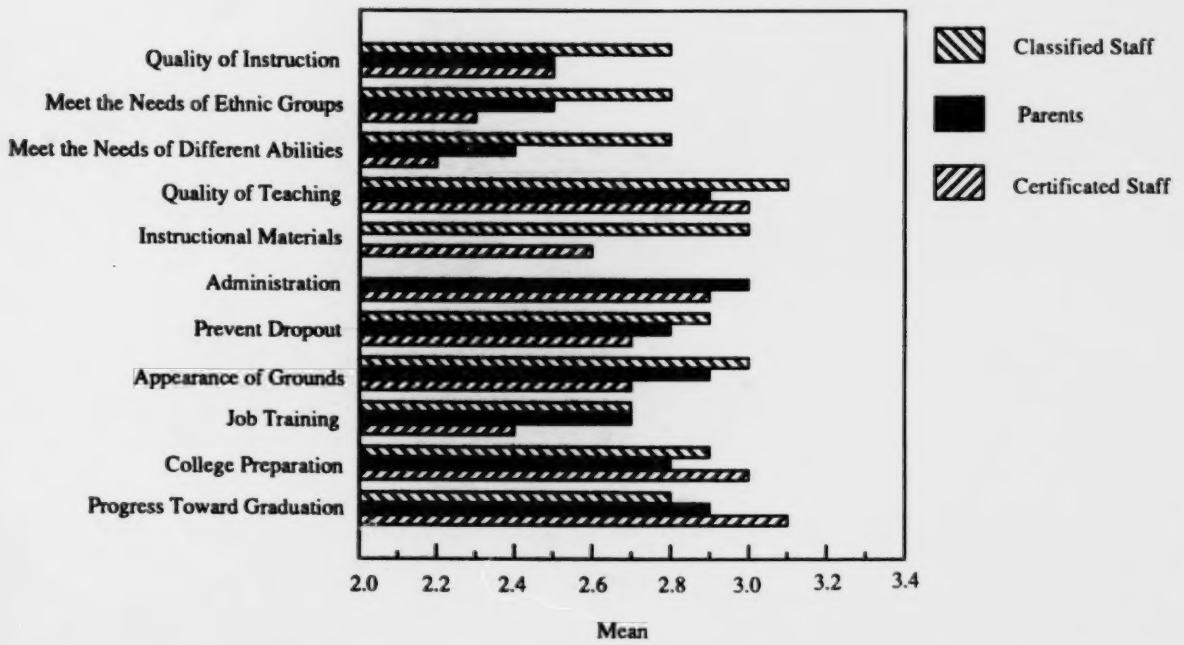

Figure 7. Mean responses of quality of instruction. Items scaled 1-4, excellent to poor, respectively. The Extremely Poor category was eliminated from the parent and classified staff forms to equalize a printing omission and allow for comparability of results.

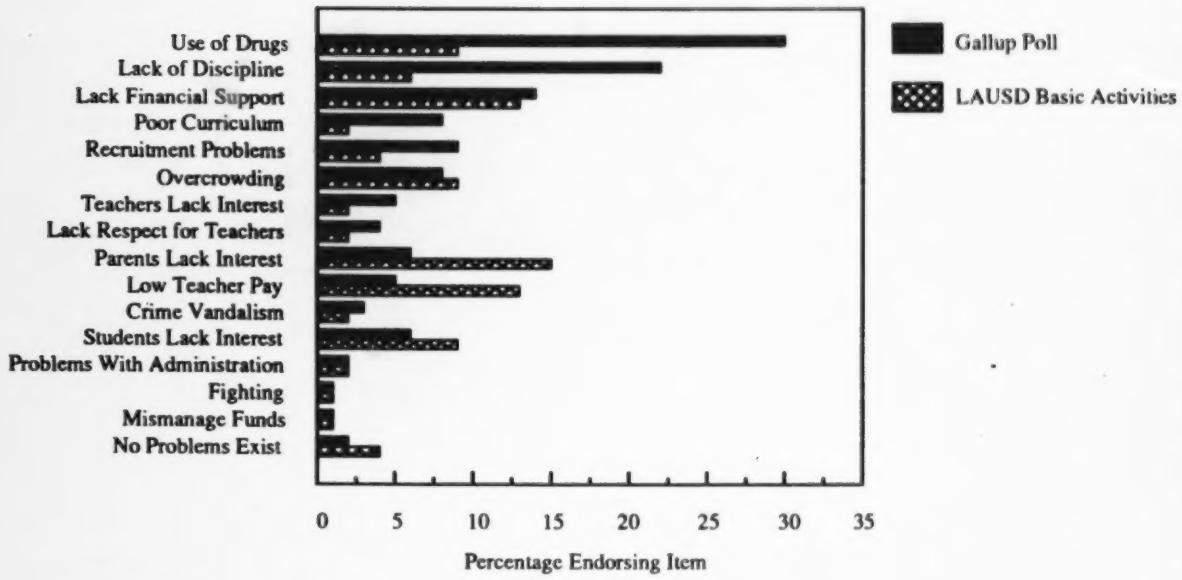

Figure 8. Comparison of parent opinions about the biggest problems facing the schools.

parison of attitudes held by these three groups.

Although all groups gave positive endorsements of the school's instructional program, parents were more positive than LAUSD staff. The certificated staff gave lower marks to the school's instructional program than did either the parents or the classified staff. (Figure 5 and Table 28.) Certificated staff, however, were more positive in their ratings of college preparation and efforts to notify students of their progress toward graduation than parents or classified staff.

Parents were also more positive than certificated staff in their ratings of the schools' performance in teaching good work habits, analytic thinking, speaking, and writing, and in developing an appreciation for the arts. (Figure 7 and Table 27.)

Certificated staff, classified staff, and parents were also asked to list the single biggest problem facing the schools in the community. The results suggest that the three groups pointed to the parents' lack of interest, low teacher salaries, the schools' lack of money and students' lack of interest as significant problems facing schools. (Figure 6 and Table 26.) Areas of little agreement between groups included the parents' concern over student use of drugs, and the certificated and classified staff's concern over lack of discipline.

Comparison of LAUSD Basic Activities Surveys with National Polls

The parent portion of the BAS was compared to

the opinions expressed by parents on the 19th Annual (1987) Gallup Poll of the "Public's Attitude Toward the Public Schools." The results suggest that LAUSD parents are much less concerned about the use of drugs, lack of discipline, poor curriculum, and difficulty getting good teachers than those who responded to the Gallup poll. (Figure 8 and Table 30.) Parents in the LAUSD sample were more likely to be concerned with problems of low teacher pay and parents' lack of interest. Parents from LAUSD were also more than twice as likely as those responding to the national poll to suggest that no significant problem exists.

LAUSD parent responses were also compared to the Gallup poll responses regarding the overall endorsement of the schools in their community. It should be noted that the Gallup Poll queried parents about the quality of public schools in the community whereas the BAS solicited opinions on the instructional program as a whole. Any comparison between these two figures should be made with caution. Parents in the Gallup Poll gave the schools an A or a B mark 43% of the time, up from last year's 41%. Satisfaction was also up in LAUSD, rising to 64% (receiving an A or a B mark) from last year's 62%.

SUMMARY

Thd LAUSD instructional program generally received average to above-average marks in every category. Parents were the most positive about the district, giving higher marks to the instructional program than classified or certificated staff did.

Certificated staff, classified staff, and parents listed the parents' lack of interest, low teacher salaries, lack of money for the district, students' lack of interest, and lack of school discipline as key problems facing LAUSD schools.

APPENDIX A

TABLES

Table 1

Sample Schools for the Spring 1987 Basic Activities Surveys

Type of School	Region/Division	Name of School
Elementary	A	Ambler
		Broad
		Cabrillo
		Carson
		Cimarron
		Crestwood
		Eshelman
		Harbor City
		Leland
		186th St.
		153rd St.
		135th St.
		Park Western
	B	Ascot
		Florence
		Grape
		Loma Vista
		Bryson
		State
		Weigand
	C	Angeles Mesa
		Hyde Park
		La Salle
		Loyola Village
		Normandie
		Raymond
		61st. St.
		West Vernon
		Western
	D	Baldwin Hills
		Cienega
		Coliseum
		Grand View
		Laurel
		Pacific Palisades
		Rosewood
		Santa Monica
		Selma

Table 1 (continued)

Type of School	Region/Division	Name of School
Elementary (Continued)	D	Short
		Van Ness
		Virginia Road
		Westwood
	E	Bassett
		Camillia
		Capistrano
		Cohasset
		Emelita
		Gault
		Glenwood
		Justice
		Lankershim
		Lockhurst
		Pomelo
		Reseda
		Rio Vista
		Valerio
	F	Apperson
		Beachy
		Broadous
		Calahan
		El Dorado
		Fernangeles
		Morningside
		Stonehurst
		Sylmar
		Telfair
		Vaughn
	G	Albion
		1st St.
		Griffin
		Hammel
		Kennedy
		Marianna
		Riggin
		2nd St.
		28th St.

Table 1 (continued)

Type of School	Region/Division	Name of School
	H	Atwater Dayton Heights Franklin Hoover Monte Vista 10th St. Yorkdale
Elementary Magnet	A	Lomita Fund.
	B	102nd Fund.
	C	74th St. H. Gifted
	D	Los Angeles CES
	E	Sherman Oaks CES
	F	San Jose Gifted
	G	Multnomah H. Gifted
	H	Eagle Rock H. Gifted
Junior High	A	Carnegie Dana
	B	Gage
	C	Bethune
	D	Audubon
	E	Fulton Hale
	F	Holmes Maclay
	G	Stevenson
	H	King

Table 1 (continued)

Type of School	Region/Division	Name of School
Junior High Magnet	A	Dodson Gifted
	B	Markham Health/Science
	C	32nd St. Math/Science
	D	Audubon
	E	Portola High Gifted
	F	Byrd Fundamental
	G	Griffith Math/Science
Senior High		Carson Crenshaw Fremont Grant Lincoln Palisades San Pedro Taft Washington Prep.
Senior High Magnets		Downtown Business Eagle Rock Gifted Los Angeles CIP Narbonne Math/Science San Pedro Marine Science
Opportunity		Cooper Ed. Placement Center Owens Opp. Unit Reg. B Opp. Unit Sr. High Div. Opp.
Continuation		Adams Eagle Tree Hope Lewis Odyssey Stoney Point

Table 1 (continued)

Type of School	Region/Division	Name of School
Special Educaton		Lanterman
		McBride
		Miller
		Pacific Blvd.
		Perez
		Salvin
		Sellery
		West Valley
		Willenberg

SUMMARY

Elementary	=	83
Elementary Magnet	=	8
Junior High	=	11
Junior High Magnet	=	7
Senior High	=	9
Senior High Magnet	=	5
Opportunity	=	6
Continuation	=	6
Special Education	=	9
		144

Table 2

Number of Comments Included in the Content Analyses

Survey	Number of Comments Received	Number of Comments Included
Certificated	809	485
Classified	243	243
Parent	2,962	740

Note. Number of comments included meets the requirements of the 95% confidence level and 5% precision rate.

Table 3

Certificated Staff Survey Demographics

Demographic Item		N	%
Region or Division			
Region A		527	14.9
B		270	7.6
C		416	11.7
D		301	8.5
E		428	12.1
F		336	9.5
G		385	10.9
H		320	9.0
Senior High		460	13.0
Special Ed.		103	2.9
	Total	3,546	100.0
School Level			
Elementary		2,115	58.7
Junior High		606	16.8
Senior High		705	19.6
Mixed		179	5.0
	Total	3,605	100.0
School Type			
Regular		2,617	72.7
Year-Round		491	13.6
Continuation		31	0.9
Magnet		216	6.0
Opportunity		26	0.7
Special Ed.		218	6.1
	Total	3,599	100.0

Table 3 (continued)

Demographic Item		N	%
Assignement			
Classroom Teacher		2,746	77.1
Special Ed. Teacher		412	11.6
Counselor		77	2.2
Coordinator		83	2.3
Principal		63	1.8
Other School Administrator		57	1.6
Other Nonclassroom		122	3.4
	Total	3,560	100.0
Years of Professional Experience			
Less than 3 years		556	15.6
3-10 years		937	26.3
11-20 years		1,176	33.0
21-30 years		739	20.7
31 or more years		156	4.4
	Total	3,564	100.0
Grades Now Teaching			
PK		109	3.0
K		325	8.9
1		431	11.7
2		454	12.4
3		463	12.6
4		512	13.9
5		503	13.7
6		431	11.7
7		525	14.3
8		555	15.1
9		677	18.4
10		636	17.3
11		677	18.4

Note. N refers to number of forms completed. Not every respondent answered each item. Totals were not presented where multiple responses were possible. Maximum N = 3,672.

Table 4

Classified Staff Survey Demographics

Demographic Item		N	%
Region or Division			
Region A		273	13.9
B		182	9.2
C		208	10.6
D		145	7.4
E		241	12.2
F		196	10.0
G		260	13.2
H		136	6.9
Senior High		164	8.3
Special Ed.	Total	1,968	100.0
School Level			
Elementary		1,318	62.1
Junior High		332	15.1
Senior High		262	12.7
Mixed		209	9.9
	Total	2,121	100.0
Assignment			
Secretary/Office Manager/Clerk		373	18.0
Teacher Assistant		596	28.7
Education Aide		463	22.3
Cafeteria Worker		318	15.3
Plant Manager/Custodian		159	7.7
Other Classified		168	8.1
	Total	2,077	100.0
Years in LAUSD			
Less than 3 years		541	25.3
3-10 years		927	43.4
11-20 years		583	27.3
21-30 years		79	3.7
31 or more years		6	0.3
	Total	2,136	100.0

Note. Not every respondent answered each item. Maximum N = 2,188.

Table 5

Parent Survey Demographics

Demographic Item		N	%
Relationship to Child Who Brought Survey Home			
Mother (or female guardian)		5,975	59.5
Father (or male guardian)		1,097	10.9
Mother and father (or male and female guardian)		2,976	29.6
	Total	10,048	100.0
Years Child Has Attended This School			
Less than 1 year		2,206	21.2
1 year		1,668	16.0
2		2,371	22.8
3		1,838	17.6
4		834	8.0
5		611	5.9
6		489	4.7
7		204	2.0
8 or more years		196	1.9
	Total	10,417	100.0
Grades of Children			
PK		470	4.3
K		1,709	15.7
1		1,938	17.8
2		1,932	17.7
3		1,999	18.4
4		1,995	18.3
5		1,936	17.8
6		1,901	17.5
7		1,573	14.4
8		1,281	11.8
9		1,350	12.4
10		1,334	12.4
11		1,023	9.4
12		821	7.5

Table 5 (continued)

Demographic Item	N	%
Types of School(s) Children Attend		
Elementary	7,049	64.7
Junior High	2,870	26.4
Senior High	2,487	22.8
Special Ed.	473	4.3
Magnet	1,860	17.1
Continuation	173	1.6
Opportunity	116	1.1
Year-Round 90/30	186	1.7
Year-Round 60/20	48	0.4
Year-Round 45/15	111	1.0
Year-Round Concept 6	54	0.5
Year-Round Concept 6 Modified	34	0.3

Note. N refers to number of forms completed. Not every respondent answered each item. Totals were not presented where multiple responses were possible. Maximum N = 10,890 forms returned.

Table 6

Certificated Staff Opinion Regarding the Administration

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	%	C(2) n	%	B(3) n	%	A(4) n	%	DK n	Mean
Instructional support provided by your administrative region or division office (administrators only)	520	73	14.5	154	30.5	178	35.2	100	19.8	15	2.6
Your principal as an instructional leader	3,344	384	11.7	782	23.8	1,103	33.6	1,010	30.8	65	2.8
The school learning environment	3,388	384	11.3	942	27.8	1,399	41.3	662	19.5	1	2.7

Note. N refers to number of forms completed. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Extremely Satisfied, B = Satisfied, C = Neither Satisfied nor Dissatisfied, D = Dissatisfied, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 7

Certificated Staff Opinion Regarding the Instructional Program

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	%	C(2) n	%	B(3) n	%	A(4) n	%	DK n	Mean
Overall quality of the instructional program in the district	3,624	221	6.5	1,449	42.8	1,550	45.7	168	5.0	236	2.5
How well the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	3,623	483	14.2	1,512	44.3	1,205	35.3	212	6.2	211	2.3
How well the district's instructional program meets the needs of students with differing academic abilities	3,608	698	20.2	1,517	43.8	1,069	30.9	179	5.2	145	2.2

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 8

Certificated Staff Opinion Regarding the School

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	D(1) %	C(2) n	C(2) %	B(3) n	B(3) %	A(4) n	A(4) %	DK n	Mean
Quality of teaching	3,631	61	1.7	690	19.2	2,023	56.3	818	22.8	39	3.0
Books and instructional materials	3,628	378	10.5	1,201	33.5	1,582	44.1	426	11.9	41	2.6
Administration	3,570	325	9.1	835	23.5	1,419	39.9	978	27.5	13	2.9
Efforts to prevent student dropout	3,562	307	10.0	883	28.8	1,262	41.1	619	20.2	491	2.7
Appearance of building and grounds	3,581	482	13.5	902	25.3	1,370	38.4	818	22.9	9	2.7
Employment preparation for students who are not planning to go to college (secondary staff only)	887	152	19.0	285	35.5	268	33.4	97	12.1	85	2.4
College preparation program (secondary staff only)	919	51	6.1	184	22.1	342	41.1	256	30.7	86	3.0
Efforts to notify students of their progress toward graduation (secondary staff only)	942	25	2.9	129	14.8	415	47.8	300	34.5	73	3.1

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 9

Certificated Staff Opinion Regarding Teaching Practices

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	%	C(2) n	%	B(3) n	%	A(4) n	%	DK n	Mean
Observe and/or discuss effective instructional techniques with other teachers	3,366	339	10.1	1,045	31.2	1,228	36.7	733	21.9	21	2.7
Share your effective instructional techniques with other teachers	3,367	356	10.6	1,137	33.9	1,215	36.2	646	19.3	13	2.6
Group students for instruction and regroup as needed to meet each student's needs, strengths, interests, and ways of learning	3,350	286	8.7	780	23.6	1,269	38.4	969	29.3	46	2.9

Note: N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Frequently, B = Often, C = Occasionally, D = Seldom, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 10

Certificated Staff Opinion Regarding Selected Support Services

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	%	C(2) n	%	B(3) n	%	A(4) n	%	DK n	Mean
Inservice programs	3,494	424	12.6	1,195	35.5	1,315	39.1	428	12.7	132	2.5
The quality of feedback your administration provides following classroom visitation	3,296	373	11.9	694	22.2	1,187	37.9	879	28.1	163	2.8

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 11

Certificated Staff Opinion Regarding the Importance for Students to Develop Selected Skills

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	%	C(2) n	%	B(3) n	%	A(4) n	%	DK n	Mean
Develop good work habits	3,602	291	8.2	1,048	29.7	1,612	45.6	581	16.4	70	2.7
Think analytically	3,586	393	11.5	1,319	38.5	1,348	39.3	369	10.8	157	2.5
Speak and write correctly	3,597	256	7.3	1,081	30.8	1,602	45.6	573	16.3	85	2.7
Develop computer skills	3,588	302	9.3	945	29.2	1,372	42.3	621	19.2	348	2.7
Plan what they will do after high school graduation (senior high only)	881	85	10.7	259	32.7	306	38.6	143	18.0	88	2.6
Appreciate and participate in the arts, such as music, literature, theatre, and painting	3,584	473	13.6	1,184	34.1	1,250	36.0	563	16.2	114	2.5

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 12

Certificated Staff Opinion Regarding Selected Teaching Practices

Item	N	Number and Percentage of Respondents by Scale Position D(1) n	%	C(2) n	%	B(3) n	%	A(4) n	%	DK n	Mean
Keeping students aware of their academic progress	3,634	76	2.1	664	18.6	1,864	52.3	962	27.0	68	3.0
Acknowledge student efforts and accomplishments	3,618	127	3.5	547	15.2	1,595	44.2	1,337	37.1	12	3.1

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D. The following scale was used: A = Extremely Effective, B = Effective, C = Neither Effective nor Ineffective, D = Ineffective, DK = Don't Know (not included in the percentages). Maximum N = 3,672.

Table 13

Summary of Certificated Comments

Comment	Number	Percentage of Total
Concerns about school program	132	14.4
A good school	130	14.1
Inadequate administrative support	83	9.0
Inadequate tests, equipment, supplies	64	7.0
Problems with discipline	63	6.9
Low staff morale	63	6.9
Supportive administrators	52	5.6
School plants need better maintenance	41	4.5
Concerns about bilingual education	32	3.5
Problem with district policies/support	32	3.5
Support/cooperation of parents needed	25	2.7
Survey is useless	24	2.6
Class size too large	23	2.5
Students at both ends of the ability distribution need more assistance	19	2.1
Need higher teacher salaries	17	1.8
More qualified teachers needed	15	1.6
Too much paperwork	14	1.5
More/better support personnel needed	11	1.2
Outstanding teachers/staff at this school	10	1.1

Table 13 (continued)

Comment	Number	Percentage of Total
Schools are overcrowded	9	1.0
Problems with teacher attitudes	8	0.9
More time needed for lesson planning	7	0.8
Good community support	6	0.7
Air conditioning needed in year-round schools	5	0.5
Need more effective staff development	5	0.5
District administrators/board members need to visit schools	5	0.5
Other	24	2.6
Total	919	100.0

Note. A sample of 485 (3 of 5) certificated comments were randomly selected for this summary. Some persons commented on more than one subject.

Table 14

Classified Staff Opinion Regarding the District's Instructional Program

Item	N	Number and Percentage of Respondents by Scale Position F(1) n	F(1) %	D(2) n	D(2) %	C(3) n	C(3) %	B(4) n	B(4) %	A(5) n	A(5) %	DK n	Mean
Overall quality of the instructional program in the district	2,130	44	2.3	165	8.7	739	39.0	770	40.6	179	9.4	233	3.5
How well the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	2,145	86	4.5	208	10.8	722	37.5	705	36.6	204	10.6	220	3.4
How well the district's instructional program meets the needs of students with differing academic abilities	2,122	64	3.4	250	13.2	738	38.9	643	33.9	203	10.7	224	3.4

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, F = Extremely Poor, DK = Don't Know (not included in the percentages). Maximum N = 2,188.

Table 15

Classified Staff Opinion Regarding the School and the District

Item	N	Number and Percentage of Respondents by Scale Position F(1) n	F(1) %	D(2) n	D(2) %	C(3) n	C(3) %	B(4) n	B(4) %	A(5) n	A(5) %	DK n	Mean
The district emphasis on basic skills	2,129	46	2.4	119	6.2	619	32.5	849	44.5	274	14.4	222	3.6
Classified staff development activities offered by the district	2,135	157	8.3	299	15.9	658	34.9	590	31.3	180	9.6	251	3.2
The extent to which the principal has adequately communicated to you what is expected of you	2,142	106	5.1	139	6.7	436	21.1	714	34.6	671	32.5	76	3.8
The schools' learning environment	2,119	47	2.4	129	6.5	570	28.6	862	43.3	384	19.3	127	3.7

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Extremely Satisfied, B = Satisfied, C = Neither Satisfied nor Dissatisfied, D = Dissatisfied, F = Extremely Dissatisfied, DK = Don't Know (not included in the percentages). Maximum N = 2,188.

Table 16

Classified Staff Opinion Regarding Their School

Item	N	Number and Percentage of Respondents by Scale Position F(1) n	F(1) %	D(2) n	D(2) %	C(3) n	C(3) %	B(4) n	B(4) %	A(5) n	A(5) %	DK n	Mean
Quality of teaching	2,154	38	1.9	87	4.3	492	24.3	915	45.1	495	24.4	127	3.9
Efforts to prevent student dropout	2,113	60	3.4	155	8.7	436	24.5	716	40.2	415	23.3	331	3.7
Administration	2,130	55	2.7	120	5.9	434	21.2	778	38.1	657	32.1	86	3.9
Appearance of buildings and grounds	2,157	84	3.9	156	7.3	496	23.2	813	38.1	587	27.5	21	3.8
Employment preparation if students are not planning to go to college (secondary schools only)	588	21	4.8	32	7.3	156	35.6	154	35.2	75	17.1	150	3.5
College preparation (secondary schools only)	586	18	4.3	21	5.0	133	31.4	162	38.3	89	21.0	163	3.7
Efforts to notify students of their progress toward graduation (secondary schools only)	616	8	1.7	24	5.1	122	25.8	193	40.8	126	26.6	143	3.9

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Extremely Important, B = Important, C = Neither Important nor Unimportant, D = Unimportant, F = Extremely Unimportant, DK = Don't Know (not included in the percentages). Maximum N = 2,188.

Table 17

Classified Staff Opinion Regarding the Importance of Their Role in the District's Instructional Program

Item	N	Number and Percentage of Respondents by Scale Position										DK	Mean
		F(1)		D(2)		C(3)		B(4)		A(5)			
		n	%	n	%	n	%	n	%	n	%	n	
Supporting the instructional program	2,042	14	0.7	37	2.0	248	13.1	757	40.1	833	44.1	153	4.2
Encouraging students to perform well in class	2,063	13	0.7	51	2.6	222	11.3	616	31.3	1,064	54.1	97	4.4
Setting standards of good behavior	2,066	19	1.0	45	2.3	155	7.8	618	30.9	1,160	58.1	69	4.4
Encouraging students to follow school rules	2,070	16	0.8	35	1.7	138	6.9	594	29.5	1,229	61.1	58	4.5

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Extremely Important, B = Important, C = Neither Important nor Unimportant, D = Unimportant, F = Extremely Unimportant, DK = Don't Know (not included in the percentages). Maximum N = 2,188.

Table 18

Classified Staff Opinion Regarding Student Practices

Item	N	Number and Percentage of Respondents by Scale Position										DK	Mean
		F(1)		D(2)		C(3)		B(4)		A(5)			
		n	%	n	%	n	%	n	%	n	%	n	
Efforts to keep students aware of their academic progress	2,141	26	1.3	97	5.0	473	24.2	892	45.6	467	23.9	186	3.9
Acknowledging students efforts and accomplishments	2,125	26	1.3	76	3.9	488	24.7	854	43.3	530	26.8	151	3.9

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Extremely Effective, B = Effective, C = Neither Effective nor Ineffective, D = Ineffective, F = Extremely Ineffective, DK = Don't Know (not included in the percentages). Maximum N = 2,188.

Table 19

Summary of Classified Staff Comments

Comment	Number	Percentage of Total
More discipline needed	28	10.1
A good school	24	8.7
Improve quality of administrator	23	8.3
Concerns about the instructional program	23	8.3
Teachers at my school are good	21	7.6
Good administrator/principal	20	7.2
Classrooms and school plants are not well maintained	14	5.1
Staff communication and cooperation need improvement	11	4.0
Teacher quality needs to be improved	11	4.0
Need better bilingual program	9	3.2
More/better communication between staff and parents needed	9	3.2
Good cooperation among staff	7	2.5
Principals should monitor teachers	6	2.2
Lack of parent interest affects teachers and students	5	1.8
We are overworked	5	1.8
Other	61	22.0
Total	277	100.0

Note. A total of 243 classified staff comments were randomly selected for this summary. Some staff wrote comments about more than one subject.

Table 20

Parent Opinion Regarding the Quality of Instruction in the District

Item	N	Number and Percentage of Respondents by Scale Position										DK	Mean
		F(1)		D(2)		C(3)		B(4)		A(5)			
		n	%	n	%	n	%	n	%	n	%	n	
The way the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	10,451	165	1.8	358	4.0	2,652	29.3	4,126	45.6	1,743	19.3	1,407	3.8
The way the district's instructional program meets the needs of students with differing academic abilities	10,428	207	2.2	557	5.8	2,570	27.0	4,323	45.4	1,866	19.6	905	3.7
The district's requirement for a student to get a high school diploma	10,330	159	1.8	422	4.8	2,014	23.0	3,743	42.7	2,420	27.6	1,572	3.9
The district's current emphasis on learning basic skills (reading, writing, and mathematics)	10,408	139	1.4	403	4.0	2,033	20.1	4,227	41.8	3,299	32.7	307	4.0
The overall quality of the instructional program in the district	10,239	118	1.2	389	4.0	2,660	27.5	4,629	47.8	1,892	19.5	551	3.8

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, F = Extremely Poor, DK = Don't Know (not included in the percentages). Maximum N = 10,890.

Table 21

Parent Opinion Regarding Their Child's School

Item	N	Number and Percentage of Respondents by Scale Position F(1) n	F(1) %	D(2) n	D(2) %	C(3) n	C(3) %	B(4) n	B(4) %	A(5) n	A(5) %	DK n	Mean
Amount of homework given	10,508	156	1.5	486	4.7	2,062	19.9	4,478	43.3	3,158	30.5	168	4.0
Help that your child receives to learn English (if the language at home is not English)	10,890	90	1.3	230	3.4	1,243	18.3	2,657	39.0	2,586	38.0	1,727	4.1
Amount of information you get about your child's progress (notes, report cards, conference, phone calls)	10,515	177	1.7	491	4.7	1,794	17.2	3,876	37.2	4,080	39.2	97	4.1
Quality of teaching	10,442	107	1.0	289	2.8	1,800	17.5	4,409	42.9	3,665	35.7	172	4.1
Efforts to prevent student dropout	10,286	255	3.1	575	7.1	1,748	21.5	3,099	38.2	2,445	30.1	2,164	3.8
Availability of teachers for conferences to discuss your child's progress	10,508	133	1.3	386	3.8	1,783	17.7	3,964	39.3	3,816	37.8	426	4.1

Table 21 (Continued)

Item	N	Number and Percentage of Respondents by Scale Position F(1) n	F(1) %	D(2) n	D(2) %	C(3) n	C(3) %	B(4) n	B(4) %	A(5) n	A(5) %	DK n	Mean
Information provided on report cards about your child's academic achievement, work habits, and citizenship	10,503	93	0.9	289	2.8	1,677	16.2	4,259	41.2	4,024	38.9	161	4.1
Quality of books and instructional materials	10,507	118	1.2	345	3.4	1,998	19.6	4,957	48.6	2,792	27.3	297	4.0
Availability of books and instructional materials	10,468	138	1.4	413	4.1	2,120	21.2	4,685	46.9	2,634	26.4	478	3.9
Appearance of buildings and grounds	10,372	186	1.9	412	4.2	2,263	22.9	4,393	44.5	2,620	26.5	498	3.9

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, F = Extremely Poor, DK = Don't Know (not included in the percentages). Maximum N = 10,890.

Table 22

The Opinion of Parents of Senior High School Students Regarding Their Child's School

Item	N	Number and Percentage of Respondents by Scale Position										DK	Mean
		F(1)		D(2)		C(3)		B(4)		A(5)			
		n	%	n	%	n	%	n	%	n	%	n	
College preparation	4,151	98	3.0	190	5.9	763	23.6	1,248	38.6	930	28.8	922	3.8
Employment preparation if students are not planning to go to college	4,237	168	5.7	309	10.4	895	30.3	1,034	35.0	551	18.6	1,280	3.5
Amount of information you receive about your child's progress toward graduation	4,308	117	3.0	289	7.5	882	23.0	1,542	40.1	1,013	26.4	465	3.8

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Excellent, B = Good, C = Fair, D = Poor, F = Extremely Poor, DK = Don't Know (not included in the percentages). Maximum N = 10,890.

Table 23

The Opinion of Parents Regarding the Importance of Teacher Help for Students in Selected Areas

Item	N	Number and Percentage of Respondents by Scale Position										DK	Mean
		F(1)		D(2)		C(3)		B(4)		A(5)			
		n	%	n	%	n	%	n	%	n	%	n	
Develop good work habits	8,705	113	1.3	357	4.2	2,051	24.1	3,791	44.6	2,191	25.8	202	3.9
Think logically	8,616	88	1.1	381	4.6	2,079	25.1	3,863	46.7	1,865	22.5	340	3.9
Speak and write correctly	8,673	88	1.0	361	4.2	1,870	21.9	3,804	44.6	2,410	28.2	140	3.9
Develop computer skills	8,413	403	6.2	718	11.0	1,837	28.1	2,299	35.2	1,281	19.6	1,875	3.5
Make realistic plans for what to do after high school graduation	3,364	90	3.2	217	7.8	584	20.9	1,154	41.3	747	26.8	572	3.8
Appreciate and participate in the arts, such as music, literature, theater, and painting	8,510	311	4.0	669	8.7	2,079	27.0	2,786	36.2	1,861	24.2	804	3.7

Note. N refers to the total number of forms completed; n refers to the number of respondents who endorsed a particular item. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = Extremely Important, B = Important, C = Neither Important nor Unimportant, D = Unimportant, F = Extremely Unimportant, DK = Don't Know (not included in the percentages). Maximum N = 10,890.

Table 24

Summary of Parent Survey Comments

Comment	Number	Percentage of Total
Satisfied with school program	201	24.0
Teachers at my child's school are good	100	11.9
Increase teacher salaries	56	6.7
Increase discipline	35	4.1
Homework should be increased	34	4.1
Increase/improve parent-school communications	33	3.9
Disapprove of district policy	33	3.9
Quality of education is low	31	3.7
Improve quality of counselors and teachers	25	3.0
Increase teacher sensitivity and understanding	25	3.0
Reduce class size/overcrowding	25	3.0
Satisfied with administrator	22	2.6
Magnet school superior to local school	18	2.2
Allow more electives and classes in the arts	16	1.9
Teaching fundamental skills is important	15	1.8
Improve school cleanliness and appearance	14	1.7

Table 24 (continued)

Comment	Number	Percentage of Total
Provide motivating and interesting books and materials	13	1.6
Need progress reports from school more frequently	13	1.6
Students need more individual assistance with problem areas	11	1.6
Dissatisfied/disapprove of bilingual program	11	1.3
Dissatisfied with year-round schedule/prefer regular schedule	11	1.3
Increase sports, gymnastics, and extra curricular activities	11	1.3
Disapprove of busing	11	1.3
Other	73	8.9
Total	837	100.0

Note. A total of 2,962 parents wrote comments. A sample of 740 parent comments were randomly selected for this summary. Some parents made comments about more than one area.

Table 25

Certificated Staff, Classified Staff, and Parent Opinions Regarding the Single Biggest Problem Facing the Schools in the Community

Item	Classified		Parent		Certificated	
	N	%	N	%	N	%
Parents' lack of interest	674	31.8	1,350	14.8	538	15.3
Lack of money	272	12.8	1,136	12.5	279	7.9
Students' lack of interest	151	7.1	823	9.0	288	8.2
Lack of discipline	209	9.9	505	5.5	367	10.4
Problems with administration	20	0.9	140	1.5	64	1.8
Poor curriculum	18	0.8	154	1.7	25	0.7
Students' use of drugs	49	2.3	861	9.4	17	0.5
Low teacher salaries	168	7.9	1,150	12.6	1,018	29.0
Difficulty getting good teachers	57	2.7	336	3.7	124	3.5
Large schools/overcrowding	118	5.6	788	8.6	153	4.4
Teachers' lack of interest	41	1.9	179	2.0	12	0.3
Lack of respect for teachers	82	3.9	193	2.1	194	5.5
Lack of public support	39	1.8	175	1.9	165	4.7
School board policies	51	2.4	152	1.7	119	3.4
Mismanagement of funds	45	2.1	125	1.4	62	1.8
Lack of needed teachers	48	2.3	215	2.4	45	1.3
Crime/vandalism	25	1.2	183	2.0	3	0.1
Fighting	5	0.2	88	1.0	1	0.0
Student dropout rate	22	1.0	198	2.2	34	1.0
There are no problems	27	1.3	368	4.0	6	0.2
Total	2,121	100.0	9,119	100.0	3,514	100.0

Table 26

Comparison of Certificated Staff and Parent Opinions Regarding the Importance for Students to Develop Selected Skills

Item	Mean Rating	
	Certificated Staff	Parents
Develop good work habits	2.7	2.9
Think analytically	2.5	2.9
Speak and write correctly	2.7	3.0
Develop computer skills	2.7	2.7
Make realistic plans for what to do after high school graduation	2.6	2.9
Appreciate and participate in the arts, such as music, literature, theather and painting	2.5	2.8

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used; A(4) = Extremely Important, B(3) = Important, C(2) = Neither Important nor Unimportant, D(1) = Unimportant. The Extremely Unimportant category was eliminated from the parent form for comparability of results.

Table 27

Comparison of Classified Staff, Certificated Staff, and Parents Regarding Quality of Instruction

Item	Mean Rating		
	Parents	Classified Staff	Certificated Staff
Overall quality of the instructional program in the district	2.8	2.5	2.5
How well the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	2.8	2.5	2.3
How well the district's instructional program meets the needs of students with differing academic abilities	2.8	2.4	2.2
Quality of teaching	3.1	2.9	3.0
Books and instructional materials	3.0	--	2.6
Administration	--	3.0	2.9
Efforts to prevent student dropout	2.9	2.8	2.7
Appearance of buildings and grounds	3.0	2.9	2.7
Employment preparation if students are not planning to go to college	2.7	2.7	2.4
College preparation	2.9	2.8	3.0
Efforts to notify students of their progress toward graduation	2.8	2.9	3.1

Note. instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A(4) = Excellent, B(3) = Good, C(2) = Fair, D(1) = Poor. The Extremely Unimportant category was eliminated from the parent and classified staff forms for comparability of results. A dash instead of a mean indicates that the item was not applicable.

Table 28

Comparison of Parent Opinions in LAUSD and Gallup/PDK Surveys About the Biggest Problems Facing Their Community Schools

Problem	Percentage of Respondents	
	Gallup/PDK Poll (1987)	1987 LAUSD Survey
Use of drugs	30%	9%
Lack of discipline	22	6
Lack of proper financial support	14	13
Poor curriculum, poor standards	8	2
Difficulty getting good teachers	9	4
Large schools, overcrowding	8	9
Teachers' lack of interest	5	2
Lack of respect for teachers, others	4	2
Parents' lack of interest	6	15
Low teacher pay	5	13
Crime, vandalism	3	2
Student lack of interest, truancy	6	9
Problems with administration	2	2
Fighting	1	1
Mismanagement of funds, programs	1	1
There are no problems	2	4

APPENDIX B

SURVEY INSTRUMENTS

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CERTIFICATED STAFF
Spring 1987

This is the fifth annual Basic Activities Survey conducted by the Research and Evaluation Branch of the Los Angeles Unified School District. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is also sent to a sample of classified staff and parents.

Your responses are anonymous. Please respond to all items and seal your completed form in an envelope. Give the envelope to the school's Survey Coordinator for return to the Research and Evaluation Branch.

Use this scale for the next 24 items.

Excellent	Good	Fair	Poor	Extremely Poor	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows your mark for:

1. Overall quality of the instructional program in the district . . . . . A B C D DK

2. How well the district's instructional program meets the needs of students from diverse ethnic backgrounds . . . . . A B C D DK

3. How well the district's instructional program meets the needs of students with differing academic abilities . . . . . A B C D DK

(Administrators only)

4. Instructional support provided by your administrative region or division office . . . . . A B C D DK

(Teachers only)

5. Your principal as an instructional leader . . . . . A B C D DK

6. The school learning environment . . . . . A B C D DK

Please evaluate your <u>school</u> for:

7. Quality of teaching . . . . . A B C D DK

8. Books and instructional materials . . . . . A B C D DK

9. Administration . . . . . A B C D DK

10. Efforts to prevent student dropout . . . . . A B C D DK

11. Appearance of buildings and grounds . . . . . A B C D DK

12. Efforts to keep students aware of their academic progress . . . . . A B C D DK

13. How well your school acknowledges student efforts and accomplishments . . . . . A B C D DK

(Senior high staff only)

14. Employment preparation for students who are not planning to go to college . . . . . A B C D DK

15. College preparation program . . . . . A B C D DK

16. Efforts to notify students of their progress toward graduation . . . . . A B C D DK

Excellent A	Good B	Fair C	Poor D	Extremely Poor F	Don't Know DK

Please evaluate your school for:

17. The quality of inservice programs . . . . . A B C D DK

(Teachers only)

18. The quality of feedback your administrator provides following classroom visitations . . . . . A B C D DK

Circle the letter that shows how well your school helps students to:

19. Develop good work habits . . . . . A B C D DK

20. Think analytically . . . . . A B C D DK

21. Speak and write correctly . . . . . A B C D DK

22. Develop computer skills . . . . . A B C D DK

23. Develop an appreciation for the arts, such as music, literature, theater, and painting . . . . . A B C D DK

(Senior high staff only)

24. Plan what they will do after high school graduation . . . . . A B C D DK

Use this scale for the next 5 items.

Frequently A	Often B	Occasionally C	Seldom D	Never F	Don't Know DK

(Teachers only)
Please circle the letter that shows how often you:

25. Observe and/or discuss effective instructional techniques with other teachers . . . . . A B C D DK

26. Share your effective instructional techniques with other teachers . . . . . A B C D DK

27. Group students for instruction and regroup as needed to meet each student's needs and interests . . . . . A B C D DK

28. **Any further comments about your school?**

_____

_____

_____

_____

_____

29. **What is the single biggest problem facing public schools? Check one.**

a. Parents' lack of interest ___
b. Lack of money ___
c. Students' lack of interest ___
d. Lack of discipline ___
e. Problems with administration ___
f. Poor curriculum ___
g. Students' use of drugs ___
h. Low teacher salaries ___
i. Difficulty getting good teachers ___
j. Large schools/overcrowding ___
k. Teachers' lack of interest ___
l. Lack of respect for teachers ___
m. Lack of public support ___
n. School board policies ___
o. Mismanagement of funds ___
p. Lack of good teachers ___
q. Crime/vandalism ___
r. Fighting ___
s. Student dropout rate ___
t. There are no problems ___

30. **Mark the administrative region or division in which you work.**

A___ C___ E___ G___ Senior High ___
B___ D___ F___ H___ Special Education ___

31. **Mark the grades taught in your school.**

Pre K___ K___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___
Ungraded___

32. **Mark the grade(s) you teach.**

Pre K___ K___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___
Ungraded___

33. **Check the one level that best describes your assignment.**

a. Elementary___ b. Junior High___ c. Senior High___ d. Mixed level___

34. **Mark the kind of school in which you teach.**

a. Regular ___ c. Continuation___ e. Opportunity ___
b. Year-Round___ d. Magnet ___ f. Special Education___

35. **If yours is a year-round school, check the schedule:**

a. 45/15___ b. 90/30 c. 60/20___ d. Concept 6___ e. Concept 6 Modified___

36. **Check the position that best describes your job.**

a. Regular classroom teacher ___
b. Special education teacher ___
c. Counselor ___
d. Coordinator (nonclassroom) ___
e. Principal ___
f. Other school administrator ___
g. Other nonclassroom person ___

37. **Check how many years of full-time contacted professional experience you have had in LAUSD or any district, including this year.**

a. Less than 3 years___ c. 11 to 20 years___ e. 31 years or more___
b. 3 to 10 years ___ d. 21 to 30 years___

38. **Check how long you have taught at your present school.**

a. Less than 1 year ___ c. 6 to 10 years ___ e. 31 years or more___
b. 1 to 5 years ___ d. 11 to 20 years___

THANK YOU FOR YOUR PARTICIPATION.

DE01;SSCERT.WR
031987

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CLASSIFIED STAFF
Spring 1987

This is the fifth annual Basic Activities Survey conducted by the Research and Evaluation Branch of the Los Angeles Unified School District. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is also sent to a sample of certificated staff and parents.

Your responses are anonymous. Please respond to all items. Seal your completed form in an envelope. Give the envelope to the school's Survey Coordinator for return to the Research and Evaluation Branch.

Use this scale for the next 16 items.

Excellent	Good	Fair	Poor	Extremely Poor	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows your mark for:

1.	The district's emphasis on basic skills	A	B	C	D	F	DK
2.	Classified staff development activities offered by the district	A	B	C	D	F	DK
3.	The extent to which your principal has adequately communicated to you what is expected of you	A	B	C	D	F	DK
4.	The school learning environment	A	B	C	D	F	DK
5.	Overall quality of the instructional program in the district	A	B	C	D	F	DK
6.	How well the district's instructional program meets the needs of students from diverse ethnic backgrounds	A	B	C	D	F	DK
7.	How well the district's instructional program meets the needs of students with differing academic abilities	A	B	C	D	F	DK

Please evaluate your <u>school</u> for:

8.	Quality of teaching	A	B	C	D	F	DK
9.	Efforts to prevent student dropout	A	B	C	D	F	DK
10.	Administration	A	B	C	D	F	DK
11.	Appearance of buildings and grounds	A	B	C	D	F	DK
12.	Efforts to keep students aware of their academic progress	A	B	C	D	F	DK
13.	Acknowledgment of student efforts and accomplishments	A	B	C	D	F	DK
14.	**(Senior high staff only)** Employment preparation if students are not planning to go to college	A	B	C	D	F	DK
15.	College preparation program	A	B	C	D	F	DK
16.	Efforts to notify students of their progress toward graduation	A	B	C	D	F	DK

Use this scale for the next 4 items.

Extremely Important	Important	Neither Important nor Unimportant	Unimportant	Extremely Unimportant	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how important the following are to your role in the district's instructional program:

17. Supporting the instructional program . . . . . A B C D F DK

18. Encouraging students to perform well in class . . . A B C D F DK

19. Setting standards of good behavior . . . . . A B C D F DK

20. Encouraging students to follow school rules . . . . A B C D F DK

21. **Any further comments about your school?**

_____

_____

_____

22. **What is the biggest problem facing public schools? Check <u>one</u>.**

a. Parents' lack of interest	___	k. Teachers' lack of interest	___
b. Lack of money	___	l. Lack of respect for teachers	___
c. Students' lack of interest	___	m. Lack of public support	___
d. Lack of discipline	___	n. School board policies	___
e. Problems with administration	___	o. Mismanagement of funds	___
f. Poor curriculum	___	p. Lack of good teachers	___
g. Students' use of drugs	___	q. Crime/vandalism	___
h. Low teacher salaries	___	r. Fighting	___
i. Difficulty getting good teachers	___	s. Student dropout rate	___
j. Large schools/overcrowding	___	t. There are no problems	___

23. **Please check the administrative region or division of the school in which you work.**

A___	C___	E___	G___	Senior High	___
B___	D___	F___	H___	Special Education	___

24. **Check the number of years you have been employed in the district, including this year.**

a. Less than 3 years___ c. 11 to 20 years___ e. 31 years or more___
b. 3 to 10 years ___ d. 21 to 30 years___

25. **Check the <u>one</u> level that best describes your assignment.**

a. Elementary___ b. Junior High___ c. Senior High___ d. Mixed Level___

26. **Check the <u>one</u> that best describes your job.**

a. Secretary/Office Manager/Clerk	___	d. Cafeteria Worker	___
b. Teacher Assistant	___	e. Plant Manager/Custodian	___
c. Education Aide	___	f. Other Classified	___

Thank you for your participation.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

PARENT SURVEY
Spring 1987

This annual survey is conducted by the Research and Evaluation Branch of the Los Angeles Unified School District as one of the district's Basic Activities. The survey asks your opinions about the instructional program in your child's school and the district.

Do not write your name on this form. When you have finished answering the questions, please have your child take the form back to school the next day. Complete and return only one form for each school, even though you receive more than one from children attending the same school.

A, B, C, D, and F marks are used to show students' performance on their school work. Please use these same marks, as presented in the scale below, to evaluate your child's school or the school district for each item.

Use this scale for the next 24 items.

Excellent	Good	Fair	Poor	Extremely Poor	Don't Know
A	B	C	D	F	DK

For the items below, circle the letter that shows how you evaluate the school district.

1.	The way the district's instructional program meets the needs of students from diverse ethnic backgrounds	A	B	C	D	F	DK
2.	The way the district's instructional program meets the needs of students with differing academic abilities	A	B	C	D	F	DK
3.	The district's requirements for a student to get a high school diploma	A	B	C	D	F	DK
4.	The district's current emphasis on learning basic skills (reading, writing, and mathematics)	A	B	C	D	F	DK
5.	The overall quality of the instructional program	A	B	C	D	F	DK

Please evaluate your child's school for:

6.	Quality of homework given	A	B	C	D	F	DK
7.	Help your child receives to learn English (if the language at home is not English)	A	B	C	D	F	DK
8.	Amount of information you get about your child's progress (notes, report cards, conferences, phone calls)	A	B	C	D	F	DK
9.	Quality of teaching	A	B	C	D	F	DK
10.	Efforts to prevent student dropout	A	B	C	D	F	DK
11.	Availability of teachers for conferences to discuss your child's progress	A	B	C	D	F	DK
12.	Information provided on report cards about your child's academic achievement, work habits, and citizenship	A	B	C	D	F	DK
13.	Quality of books and instructional materials	A	B	C	D	F	DK
14.	Availability of books and instructional materials	A	B	C	D	F	DK
15.	Appearance of buildings and grounds	A	B	C	D	F	DK

Excellent A	Good B	Fair C	Poor D	Extremely Poor F	Don't Know DK

(Parents of senior high students only)

16. Amount of information you receive about your child's progress toward graduation . . . . . A B C D F DK

17. Employment preparation for students who are not planning to go to college . . . . . A B C D F DK

18. College preparation program . . . . . A B C D F DK

Circle the letter that shows your mark for how well your child's school helps students to:

19. Develop good work habits . . . . . A B C D F DK

20. Think logically . . . . . A B C D F DK

21. Speak and write correctly . . . . . A B C D F DK

22. Develop computer skills . . . . . A B C D F DK

23. Develop an appreciation for the arts, such as music, literature, theater, and painting . . . . . A B C D F DK

(Parents of senior high students only)

24. Make realistic plans for what to do after high school graduation . . . . . A B D D F DK

25. **What is the biggest problem facing the public schools? Check one.**

a. Parents' lack of interest	___	k. Teachers' lack of interest	___
b. Lack of money	___	l. Lack of respect for teachers	___
c. Students' lack of interest	___	m. Lack of public support	___
d. Lack of discipline	___	n. School board policies	___
e. Problems with administration	___	o. Mismanagement of funds	___
f. Poor curriculum	___	p. Lack of good teachers	___
g. Students' use of drugs	___	q. Crime/vandalism	___
h. Low teacher salaries	___	r. Fighting	___
i. Difficulty getting good teachers	___	s. Student dropout rate	___
j. Large schools/overcrowding	___	t. There are no problems	___

26. **What do you think is best about the schools in your community? Check one.**

a. Quality of education	___	e. Discipline	___
b. Teachers	___	f. Location	___
c. Curriculum	___	g. Extracurricular activities	___
d. Communication with parents	___	h. Other: _____	

27. **What is your relationship to the child bringing this survey home? (Check one.)**

a. Mother (or female guardian) ___
b. Father (or male guardian) ___
c. Mother and Father ___ (male and female guardian)

28. **Approximate number of years this child has attended this school (Check one):**

less than 1 year	1	2	3	4	5	6	7	8 or more
☐	☐	☐	☐	☐	☐	☐	☐	☐

29. **In what grade(s) do you have children in district schools? (Check as many as needed.)**

Pre K __ K __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __

30. **In what type(s) of school are these children? (Check as many as needed.)**

a. Elementary ___
b. Junior High ___
c. Senior High ___
d. Special Education ___
e. Magnet ___
f. Continuation ___
g. Opportunity ___
h. Year-Round Pattern:
   90/30 ___
   60/20 ___
   45/15 ___
   Concept 6 ___
   Concept 6 Mod. ___

(Parents of grade 12 students only)

31. **Will your child go to college after graduating from high school? (Check one)**

a. Yes ___ b. No ___ c. Don't know ___

32. **How much time does your child spend on homework each school night? (Check one)**

a. 1/2 hour or less ___
b. 1/2 hour to 1 hour ___
c. 1 hour to 1 1/2 hours ___
d. 1 1/2 hours to 2 hours ___
e. 2 hours or more ___

33. **Any further comments about your child's school?**

_____

_____

_____

THANK YOU FOR YOUR RESPONSES.
PLEASE HAVE YOUR CHILD RETURN THIS COMPLETED FORM TO SCHOOL TOMORROW.

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DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
División de Investigación y Evaluación

ENCUESTA PARA PADRES O TUTORES
PRIMAVERA DE 1987

Esta encuesta anual está dirigida por la División de Investigación y Evaluación del Distrito Escolar Unificado de Los Angeles como una de las Actividades Básicas del Distrito. La encuesta pide sus opiniones sobre el Distrito y el programa educativo de la escuela a la que su hijo/a asiste.

No escriba su nombre en esta forma. Cuando termine de contestar las preguntas, por favor haga que al día siguiente su hijo/a devuelva esta forma a la escuela. Llene y devuelva sólo una forma por cada escuela, aún cuando reciba más de una por cada niño/a que asiste a la misma escuela.

Las calificaciones de A, B, C, D, y F se usan para mostrar el aprovechamiento del estudiante en su trabajo escolar. Por favor use estas mismas calificaciones según la gráfica siguiente para evaluar a la escuela de su hijo/a o al distrito escolar con una de las declaraciones.

Use esta gráfica para las siguientes 12 declaraciones.

Excelente	Buena	Regular	Mala	Extremadamente Mal	No sé
A	B	C	D	F	NS

Para las siguientes declaraciones, haga un círculo alrededor de la letra que demuestre cómo califica al <u>distrito escolar</u>.

1. El modo en que el programa de instrucción del distrito satisface las necesidades de los estudiantes de distintos orígenes étnicos..... A B C D F NS

2. El modo en que el programa de instrucción del distrito satisface las necesidades de los estudiantes con habilidades académicas diferentes.. A B C D F NS

3. Los requisitos del distrito para que el estudiante obtenga un diploma de secundaria..... A B C D F NS

4. El énfasis que actualmente pone el distrito para que aprendan las destrezas básicas (lectura, escritura y matemáticas)..... A B C D F NS

5. La calidad en general del programa de instrucción en el distrito..... A B C D F NS

Por favor califique la <u>escuela</u> de su hijo/a por:

6. La calidad de la tarea que le dejan para hacerla en el hogar..... A B C D F NS

7. La ayuda que su hijo/a recibe para aprender inglés (si el idioma que se habla en el hogar no es el inglés)..... A B C D F NS

8. La cantidad de información que usted recibe sobre el progreso de su hijo/a (notas, calificaciones, conferencias, llamadas telefónicas).... A B C D F NS

9. La calidad de la enseñanza..... A B C D F NS

10. Los esfuerzos para prevenir que el estudiante abandone el estudio..... A B C D F NS

11. La disponibilidad de maestros para tener conferencias y discutir el progreso académico de su hijo/a..... A B C D F NS

12. La información que se proporciona en las boletas de calificaciones sobre el aprovechamiento académico de su hijo/a, hábitos de trabajo y ciudadanía..... A B C D F NS

Use esta gráfica para las siguientes 12 declaraciones.

Excelente	Buena	Regular	Mala	Extremadamente Mal	No sé
A	B	C	D	F	NS

13. Calidad de los libros y materiales de instrucción..... A B C D F NS

14. Disponibilidad de libros y materiales de instrucción..... A B C D F NS

15. Presentación de edificios y terrenos escolares..... A B C D F NS

(Sólo para los padres o tutores de estudiantes que están en secundaria)

16. La información que recibe sobre el progreso de su hijo/a para graduarse..... A B C D F NS

17. Preparación para conseguir empleo para el estudiante que no planea ir a la universidad..... A B C D F NS

18. Programa de preparación para ir a la universidad..... A B C D F NS

Haga un circulo alrededor de la letra que demuestre qué tan bién ayuda la escuela de su hijo/a a los estudiantes a:

19. Desarrollar buenos hábitos de trabajo..... A B C D F NS

20. Pensar lógicamente..... A B C D F NS

21. Hablar y escribir correctamente..... A B C D F NS

22. Desarrollar destrezas de computadora..... A B C D F NS

23. Aprender a apreciar las artes, como la música, literatura, teatro, y pintura..... A B C D F NS

(Solo para los padres o tutores de estudiantes que están en secundaria)

24. Hacer planes prácticos sobre lo que va a hacer después de graduarse de secundaria..... A B C D F NS

25. ¿Cuál es el problema más grande al que se enfrentan las escuelas públicas? Marque UNA solamente.

a. La falta de interés de los padres ____
b. Falta de dinero ____
c. La falta de interés de los estudiantes ____
d. Falta de disciplina ____
e. Problemas con la administración ____
f. Un programa de estudios inferior ____
g. El uso de drogas por los estudiantes ____
h. Salarios bajos para los maestros ____
i. Dificultades para conseguir buenos maestros ____
j. Escuelas muy grandes y/o sobrecupo ____
k. Falta de interés de los maestros ____
l. Falta de respeto por los maestros ____
m. Falta de apoyo público ____
n. Normas de la junta de educación ____
o. Mala administración de fondos ____
p. Falta de buenos maestros ____
q. Crimen y/o vandalismo ____
r. Pleitos ____
s. Porcentaje de estudiantes que abandonan el estudio ____
t. No hay problemas ____

26. ¿Que cree que es lo mejor de las escuelas de su comunidad? Marque UNA solamente.

a. La calidad de la educación ____
b. Los maestros ____
c. El programa de estudios ____
d. La comunicación con los padres ____
e. La disciplina ____
f. La ubicación de la escuela ____
g. Las actividades adicionales al programa de estudios ____
h. Otro: _____

27. ¿Cual es su parentezco con el niño/a que trajo esta encuesta al hogar? (Marque una)

a. Madre (o Tutora) _____
b. Padre (o Tutor) _____
c. Madre y Padre (o tutora y tutor) _____

28. Número de años aproximado que este niño/a ha asistido a esta escuela (Marque una)

☐	☐	☐	☐	☐	☐	☐	☐	☐
Menos de un año	1 año	2 años	3 años	4 años	5 años	6 años	7 años	8 años o más

29. ¿En qué grado(s) tiene usted niños en las escuelas del Distrito? (Marque todos los que sean necesarios.)

Párvulos___ Kínder___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___

30. ¿En qué clase de escuela están estos niños? (Marque todas las que necesite.)

a. Primaria ____
b. Secundaria Intermedia ____
c. Secundaria ____
d. Educación Especial ____
e. Escuelas Especializadas ____
f. De Continuación ____
g. De Oportunidades ____
h. Itinerario para las de Todo el Año: 90/30___, 60/20___, 45/15___, Concepto 6___, Concepto 6 Mod.___

(Solo para los padres o tutores de estudiantes del 12º grado)

31. ¿Irá su hijo/a a la universidad después de graduarse de secundaria? (Marque sólo una)

a. Sí____ b. No____ c. No Sé____

32. ¿Cuánto tiempo pasa su hijo/a haciendo la tarea en su casa después de la escuela? (Marque sólo una)

a. 1/2 hora o menos ____
b. 1/2 hora a 1 hora ____
c. 1 hora a 1-1/2 horas ____
d. 1-1/2 horas a 2 horas ____
e. 2 horas o más ____

33. ¿Tiene algún comentario más tocante a la escuela de su hijo/a?

_____

_____

_____

MUCHAS GRACIAS POR SUS RESPUESTAS:
POR FAVOR HAGA QUE MAÑANA SU HIJO/A DEVUELVA A LA ESCUELA ESTA ENCUESTA COMPLETAMENTE LLENA.